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Teacher Recruitment and Retention

How Canadian School Boards Attract Teachers

A Report from the
Canadian Education Association

CEA Mission Statement

The Canadian Education Association pursues the improvement of education and serves the education community by providing opportunities to study issues of common interest; to share ideas, experiences and information; to establish and maintain linkages with government bodies, non-government agencies and individuals; to analyze trends and directions through research; and to participate in learning activities.

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FOREWORD

IN 1990, the CEA Advisory Committee on Communication Services had suggested that a report on the policies and procedures used by school boards to recruit and retain teachers would be of value in these days of teacher shortages. Thus questionnaires were sent out to CEA's Information Service Boards — 122 school boards across Canada representative of every province. All departments of education, The Canadian Teachers' Federation and the Centrale de l'enseignement du Québec were also asked for special input. The responses to this request were then compiled and the report written by Barbara Gough, CEA's information officer at the time.

We hope you find the resulting report, describing the current state of school board recruiting and retention practices in a sample of school boards, to be useful and timely. The tips supplied by many of the boards will, we hope, help boards tackle the important issue of finding and keeping good teachers now and in the near future.

INTRODUCTION

THE IMPORTANCE of teacher recruitment and retention at school boards rises and falls, as is depends on many factors. It is, of course, strongly linked to teacher demand and supply. This, in turn, is affected by many other variables, including the changing national demographics, fertility rates, immigration and emigration patterns and legislation, interprovincial migration, and the age of retirement. Of course, Canada's demography is subject to rapid change, and demographers talk of predictions and projections, not certainties. As well, the effects of many factors that influence public school enrolments cannot be anticipated: these include the introduction of kindergarten, changes in program offerings or emphases, and the current stay-in-school initiatives.

Teacher Demand and Supply

CEA contacted the two major teachers' federations in Canada, the Canadian Teachers' Federation (CTF) and the Centrale de l'enseignement du Québec (CEQ), to ask what research they had done on teacher demand and supply and to ask their opinion on the factors inherent in a teacher's decision to accept a position with a school board and to stay on there.[1] The information in this section is based on *LINK*, Vol. 14, No. 2, Dec.-Jan.1990, the CTF January 1989 report *Projections of*

1. CEA is indebted to Dr. Wilfred J. Brown, Director of Economic Services at CTF, for providing us with the results of his research, as well as his many insights and opinions. We are also very grateful for the information that CEQ provided in a letter dated February 26, 1991, from Denis Leclerc, a consultant working in employment security for teachers in school boards.

Elementary and Secondary Enrolment and The Teaching Force in Canada, 1987-88 to 2006-07,[2] and a letter from Dr. Wilf Brown dated March 1, 1991. Dr. Brown has also drawn our attention to two forthcoming publications which will certainly be of interest to people interested in teacher demand and supply: the CTF *Estimates of Major Sources of Teacher Demand and Supply in Canada, 1987-88 to 2006-2007,* and a major study initiated by CTF of teacher workload and quality of life, which is being conducted by Dr. Alan King of Queen's University.

The 1950s and 1960s saw an increase both in the size of the school-age population and in the average number of its years of schooling; hence severe shortages of teachers were widespread. By the mid-1970s, however, many jurisdictions found themselves with surpluses of teachers, and many would-be teachers found themselves turning to other countries or other careers. In fact, some school boards turned to innovative programs to "get rid of" surplus teachers, such as bringing in provisions that allowed them to retire early without taking a substantial cut in their pensions.

But since the mid-1980s, the major sources of teacher demand and supply have begun to move in opposite directions. In contrast to the 1970s, enrolments have begun to increase while retirements from an aging teaching force have begun to accelerate. Simultaneously, the 20-24-year-old age group, from which most newly qualified teachers are drawn, has started to shrink, as has the pool of former teachers who might be drawn back into the profession.

The two major sources of teacher demand can be categorized as "Expansion demand" — a result of increased enrolment and a trend towards lower pupil-teacher ratios, and "replacement demand," which arises when teachers retire or change careers.

By looking at increasing enrolments and the long-term lowering of pupil-teacher ratios, CTF has predicted that the total teaching force in Canada will increase from about 252,000 in 1985-86 to about 284,000 in 1999-2000 (by 32,000, or 12.7%). The numbers of elementary school teachers required would rise from 148,000 to 165,000, creating a demand for 17,000 additional teachers. For secondary schools, CTF projects that Canada will need 13,000 additional teachers, as the demand is expected to rise from 106,000 to 119,000 by 2001. Even if pupil-teacher ratios do not continue to become smaller, the total demand for teachers is likely to rise to 272,000, or by 20,000, about 8%. The need for teachers may also grow faster because of kindergarten expansion, the aging of current teachers, the possibility of their early retirement, and, according to some sources, the rise in immigration.

According to Dr. Brown, the major source of teacher demand in the 1990s and the early years of the 21st century will not be the expansion of enrolments, but rather the dramatic increase in normal retirement from teaching. Most of the 200,000 new teachers who began their careers

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2. Canadian Teachers' Federation, *Projections of Elementary and Secondary Enrolment and The Teaching Force in Canada, 1987-88 to 2006-07* (Ottawa: Canadian Teachers' Federation, January 1989).

in the 1960s and early 1970s will approach retirement age between 1990-91 and 2005-06. CTF is projecting that replacement hirings, which averaged about 6.5% of the total teaching force in recent years, will nearly double to about 12 % by the late 1990s. By the peak year of retirements, net demand for teachers in Canada as a result of enrolment growth and the need to replace retiring teachers will be about 25,000 compared with just over half that level in the mid-1980s. It has been suggested that teacher retirements alone will equal the present number of teacher education graduates by the mid-1990s.

Dr. Brown also foresees shortages in the *supply* of teachers for several reasons. The major source is newly qualified graduates from faculties of education. However, over most of the 1990s, when enrolments and teacher retirements are expected to increase dramatically, the 20-24-year-old age group, from which most new teachers are recruited, will decline sharply. The number of 20-24-year-olds in Canada peaked at 2.4 million in 1984-85 and will decline to 1.9 million in 1997-98. As well, Dr. Brown feels that there are growing numbers of lucrative career options open to prospective teachers, which will cause a decline in the numbers of newly qualifed teachers. Potential re-entries into teaching constitute a very large pool of former teachers who might be attracted back to the profession, but this depends on the attractiveness of teaching compared to other careers, the possession of the relevant skills and personal factors. CTF projects that re-entries into the teaching profession will continue to decrease from the 11,000 in the mid-1980s to about 6,500 or fewer by the late 1990s, mainly because of the aging of these individuals and "drainage" into other careers.

The net supply of teachers from educational institutions and from re-entries varied downward from 22,000 to 20,000 in the 1980s, and is expected to decline to about 14,000 by the late 1990s, when the predicted shortage will be at its most acute. CTF expects that shortfalls of qualified teachers in nine provinces will grow from about 650 in 1990-91 to nearly 8,500 in 1998-99, and will taper off to about 3,400 by 2005-06. CTF projects that the accumulated shortage of qualified teachers will be about 66,000 by 1998-99 and 92,000 by 2005-06. The periods of shortage are expected to vary widely, by province, in both length and intensity. Net shortages began as early as 1987 in British Columbia and will begin as late as 1996 in the Atlantic Region. Periods of shortage are likely to extend beyond the projection period ending in 2006-07. Maximum annual shortfalls of teacher supply below demand will occur in Ontario and British Columbia. Accumulated shortages of qualified teachers are expected to be most serious in Manitoba and British Columbia, where they will constitute approximately one-half of the expected total teaching force by 2006-07.

Dr. Brown and CTF feel that the fundamental problem of the labour market for teachers in Canada is one of continual imbalances—alternating cycles of shortage and surplus—where overreaction to one extreme brings on the other.

At present, although CTF has not done any statistical analysis or recent surveys, the Federation knows that teacher shortage is more acute

for specialist areas, in particular for teachers of French. They understand that many school boards are experiencing shortages in subject areas other than language, notably for well qualified secondary school teachers of mathematics and science, where there were selective shortages even during the years of general teacher surpluses. As well, shortages of special education teachers may be developing in some areas partly because of the enhanced financing of special education programs. Other subject areas where shortages have been reported include English as a second language (because of the influx of immigrants in large metropolitan areas such as Toronto and Vancouver) as well of music and vocational education in some provinces.

Quebec varies somewhat from the portrait traced by CTF. The Centrale de l'enseignement du Québec (CEQ) reports that, from the years 1978 to 1990, there was lower enrolment in most Quebec school boards. This resulted in a subsequent reduction in the number of teaching positions from about 72,000 down to approximately 60,000. Thus, over more than a decade, employers either did not rehire or they laid off over 10,000 teachers, and, consequently, hired very few. Hirings over that decade were predominantly very temporary, mainly part-time, hourly or by the lesson. As of 1991, CEQ notes a slight upturn in enrolment and of possible hirings due to a foreseen increase in retirements (approximately 1000 per year). There are, however, some sectors where, as of January 1991, there were about 925 surplus teachers, notably in the English sector and vocational programs. There are certain geographic areas of Quebec that are expanding and others that are shrinking because of the current economic difficulties.

According to CEQ, the Quebec school boards are beginning to experience some difficulties in recruiting their teachers in certain regions at the secondary level. The main region is around Ottawa-Hull; the subject areas having some difficulties attracting teachers are French, mathematics and science. According to CEQ, Quebec school boards generally have no difficulties in retaining their teachers, except for the two boards serving the far north: the Cree School Commission (Hudson Bay and James Bay) and the Kativik School Commission (Ungava Bay).

Strong regional, intra-regional, divisional, separate and public system variations complicate the pattern dramatically. Some boards continue to experience decline or remain constant in enrolment and teaching staff overall or in secondary schools, while other boards are faced with hiring hundreds of new teachers each year for the foreseeable future.

Statistics, and opinions on these statistics, differ, however, as in many complex issues. The CEA decided to prepare this overview of teacher recruitment and retention not in the hope of settling the question of shortage or surplus once and for all, but to give a snapshot of the situation locally, and to pass on some of the boards' best tips on recruiting and retaining teachers. We hope that these hints will prove helpful to the boards that are having trouble staffing their schools. And perhaps the boards that say they are beginning to sense that they may be in for some difficulties in future will take heed of these suggestions.

Some variables, of course, are unique to Canada, given our geography and the comparative remoteness of some of the school boards, especially those in the north. A second geographical problem (not, of course, unique to Canada) in the 1990s is the growth of greater metropolitan regions and the subsequent rises in the cost of living in these cities, which, we heard from the board administrators, tends to deter teachers from moving there. The CEA survey was designed to question the school boards on these "geographic" and other recruitment and retention problems.

Provincial Initiatives

Ministries and departments of education have also conducted research into teacher demand and supply, recruitment, and retention, all as part of a general re-examination of teacher education. Ontario has been quite active in this field.[3] The Ontario Minister of Education announced, in February 1989, the establishment of the Teacher Education Council, Ontario, whose mandate is to advise on the key recommendations of the Teacher Education Review Steering Committee. These recommendations suggested that "teacher aptitude" be among the criteria used in assessing applicants to faculties of education; that teacher education respond to social, economic, and demographic changes; that teachers be encouraged in ongoing, self-directed professional development; and that an induction period for new teachers, similar to an apprenticeship term, be established by 1995. The Council will also serve as a central co-ordinating body for the ministry's management of the long-term supply and demand of teachers in Ontario and will recommend ways of responding to the need for teachers in areas where there is a particularly high demand, such as French-language programs, special education, mathematics, science, and technological studies. In addition, in response to the recommendations in an early draft of Professor Smith's report, the Ontario Ministry of Education began, in December 1988, to collect the data needed to forecast teacher supply and demand annually.

Alberta Education produced a report — *Update on Teacher Supply and Demand in Alberta, 1990/91* — in April 1991. It presented the results of a fall 1990 follow-up survey of Alberta school superintendents on changes in teacher supply and demand since the previous year. It highlights the continuing differences in the supply and demand of rural and urban school boards, particularly the higher turnover of teachers in rural jurisdictions in the north and the greater difficulty those boards have in filling teaching positions. The report details the subject areas in which teachers continue to be in greatest demand, such as French,

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3. See Ontario Ministry of Education, *Final Report of the Teacher Education Review Steering Committee* (Toronto: Ontario Ministry of Education, September 1988). See also Laverne Smith, *Perspectives on Teacher Supply and Demand in Ontario, 1988-2008* (Toronto: Ontario Ministry of Education, 1989), a research report commissioned by the Ontario Ministry.

special education, music, science, mathematics and counselling. Over half of the superintendents in Alberta think that teacher shortages are developing. The number rises to 74% in Zone One (the north). Areas not expecting shortages were mainly close to large jurisdictions. Over 63% of the superintendents reported shortages of substitute teachers for 1990, mostly for French, French immersion, all secondary subjects, music/band, science and vocational education. Many indicated that they are increasing their recruitment efforts, starting earlier in the year, making more efforts to recruit out-of-province teachers, and increasing efforts to recruit Alberta faculty of education graduates. Over 40% of the superintendents said they are making adjustments in recruitment and staffing to give classroom coverage because of a reduced supply of teachers in their jurisdictions. They were hiring applicants less qualified or less suitable than usual, delaying program implementation, using substitute coverage, reassigning teachers, increasing the teaching load of administrators, and cancelling courses.

British Columbia formed a Teacher Supply and Demand Committee in response to the findings of the Royal Commission on Education,[4] which identified induction programs as having great potential for positive effects on teacher retention, the status of the teaching profession, and the nature and rate of change in the system.

British Columbia funded the expansion of teacher education, not only on the campuses of the three main university sites, but also in other regions of the province. Attention to teacher retention, the status of the profession, and implementing change through induction programs will likely render teacher education more cost-effective as more of those trained will remain in the profession at higher levels of satisfaction and effectiveness. Retention does not necessarily mean teachers will remain in their first district. If B. C.'s Commission is close in its prediction that there will be a 105% turnover of the teaching force in ten years, then induction as a change strategy becomes important. In 1990, more first teaching certificates were issued to teachers trained outside British Columbia (1,258) than to graduates of B. C. faculties of education (1,211). Thus the need for induction programs is particularly important.

The B.C. Teacher Supply and Demand Committee has inaugurated Induction Program grants whereby three "matched" grants of $15,000 will be awarded. "Matching" means that the applicants must also provide a total of $15,000 (not "in-kind" services) for the pilot induction program. Proposals must have the joint sponsorship of the board of trustees and the local teachers' association or union. The co-operation or involvement of a post-secondary institution is considered an asset to the program. Preferred are programs that acculturate participants to the new directions and initiatives from the Sullivan Royal Commission. Mentorships and supportive teaching assignments for beginners are preferred activities, and the committee supplies a reading list on induction programs to help school districts design a program.

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4. B.C. Royal Commission on Education, *A Legacy for Learners: The Report of the Royal Commission on Education 1988* (Victoria: Queen's Printer, 1988). [The Sullivan Report.]

GENERAL INFORMATION

TO FIND OUT what boards are doing to recruit and retain teachers, the Canadian Education Association sent out questionnaires in January 1991 to 122 CEA Information Service boards. Responses were received from 102 boards (84%) from all areas of the country, both urban and rural. There were 89 English responses and 13 French. (The list of responding boards appears as Appendix IV.)

Teacher recruitment and retention is not considered to be an issue by 45 of the 102 responding boards. Many of the large, urban boards indicated that they generally have a large pool of applicants from which to draw. Several larger boards also have a long list of supply teachers, many of whom would like to be on the regular teaching staff. School District No. 43 in Coquitlam (B. C.), for example, feels that recruitment is not an issue, "just a lot of hard work!"

North York in Metropolitan Toronto does not concur, however: "We want the 'best teachers' but, in some areas, e.g., French core and immersion, there are insufficient numbers of new teachers being trained in Ontario. This results in competition among boards. As well, cost of housing and living in Toronto is high." Similarly, the Toronto Board of Education finds that recruitment and retention *is* an issue, "due to high cost of living in the city, availability of accommodation, transportation and quality of life." Vancouver School District No. 39 also mentioned "competition for teachers among surrounding districts."

Many of the boards in Quebec and the Atlantic provinces find no problems recruiting and retaining teachers, primarily because of an existing surplus.

For 20 of the 102 boards, teacher recruitment and retention *is* an issue, and 36 said they do not generally have difficulty in attracting

enough qualified applicants, but they do have some problems filling specialized teaching positions. A full 24 of these boards cited French as a second language, French immersion or francophone education as their largest problem in recruitment. Mathematics, all the science subjects, and technological studies were cited by nine boards. Ten school boards cited special education including behaviour and learning disabilities. Saskatoon Roman Catholic and Regina Public boards both find recruitment difficult for Native education.

Many northern boards have difficulties because of their remoteness. Peace River said because "we are a northern board, recruitment and retention is becoming an issue as teacher supply dries up; the urban areas have the greater 'pull'." Similarly, Nechako S.D. 56 in Vanderhoof (B. C.) said: "It is difficult to recruit quality teachers in northern B.C." and Prince Rupert and Fort McMurray Catholic Schools in northern Alberta both report high turnover rates. Labrador East and Labrador West Integrated School Boards also have trouble attracting and keeping teachers because of their remoteness. On the other hand, Yellowknife Education District No. 1 and 4 responded "no" to this question: "we receive many unsolicited applications — probably the 'lure of the North.' Teachers are staying longer [because of a] change in the view of the city." Several boards that reported no problem with recruiting and retaining teachers attributed this to their advantageous location (Jasper, West Vancouver, and Prince Albert, Sask.). Other smaller boards, such as St. Albert in Alberta and Rolling River S. D. No. 39, in Minnedosa, Manitoba, feel that their location, which is close to larger centres, helps them.

Several boards cited changes to provincial legislation that have affected or will affect their recruitment of teachers. North Vancouver is increasing the size of its teaching staff to meet the new guidelines on class size and to provide more preparation time. Similarly, Regina Public noted that increased preparation time necessitated a staff increase. New Brunswick recently set up an optional kindergarten program, which, in the case of Moncton, meant hiring an additional 40 teachers, an increase in staff of 5.5%.

Several of the large urban boards cite difficulties because of the size of their enrolments. For Metro Separate (Toronto), "normal attrition means approximately 300 + teachers per year." In the areas surrounding Toronto, such as York Region, housing developments are continuing to spring up, which leads to continuous growth in the system, increasing the demand for teachers. Scarborough also cites increased enrolment and English as a second language/dialect needs as spurring their active recruitment campaign.

A number of boards mentioned that declining enrolments had led to a reduction in the size of their professional staff. In the CEA survey, 55 boards stated that, generally, they have neither vacancies nor surpluses, that they usually manage to fill all positions as they become vacant. Sixteen boards indicated surpluses in teaching staff. Vacancies were reported by 29 boards primarily because of retirements, resignations and enrolment growth. The larger boards in Metro Toronto generally felt that the size of their enrolment and corresponding teaching staff

would always mean that they have on-going vacancies to fill. Only one board of the 22 responding in Ontario spoke of declining enrolments and budgetary concerns: that was Windsor Roman Catholic Separate School Board, where schools are being closed.

Interestingly, four boards indicated that they have both vacancies and surpluses. Halifax District has both a surplus of term appointments, and vacancies in the immersion stream. Port aux Basques, Newfoundland, is laying teachers off because of declining enrolments, yet is experiencing difficulties recruiting specialists for music, special services, educational psychologists, etc. Similarly, School District No. 20 in Saint John, N.B., notes that their "district has a long history of declining enrolments—24,533 (1970) to 14,820 (1990), consequently retrenchment practices diminish the need to recruit except in specialist areas such as immersion, physics, etc." The Protestant School Board of Greater Montreal also reports both vacancies and surpluses.

Turnover Rate

Most of the ten boards citing a turnover of 15% or higher were northern boards: Fort McMurray Catholic Schools (Alta.) claimed a turnover rate of 20% to 35%. Two boards, which cannot be considered northern, also cited turnover rates of 15%: Camrose S. D. No. 1315 (Alta.), about 60 kilometres southeast of Edmonton, reported a rate that has averaged 16% over the past three years. Before that, Camrose had turnover rates of about 5% for three years, but "an increase in retirements and in student population has changed the hiring." St. Albert, a suburb of Edmonton, also cited 15% as their turnover rate.

Across Canada, 18 school boards cited a turnover rate of 8-14%, predominantly boards in large urban areas. Turnover rates from 5%-8% were reported by 30 boards, evenly distributed throughout the country, and 17 of the 102 boards responding reported turnover rates of 5%. Some 22 boards, all of them large urban boards, reported turnover rates of 2% or 3%-4%. Nine boards, mostly in smaller urban centres, reported rates of 1%-2%. Eight boards reported a turnover rate of essentially zero.

For 31 boards, the turnover rate for new teachers was the same as that for more experienced teachers. Several boards noted that new teachers tend to stay with them, but several other boards felt that the turnover rate is more significant with less experienced or younger teachers.

Shortage or Surplus

Of the 102 boards responding to the CEA survey, 18 had neither teacher shortages nor surpluses, although some 19 said they had difficulties in filling certain positions, including district psychologist and special education, and teachers of second languages (particularly French immer-

sion), secondary sciences (biology, chemistry, physics), computers, music and drama.

Only three boards had surpluses: Ancienne-Lorette, de la Chaudière, and des Ilets, all in Quebec.

In specific subject areas, 15 boards reported both shortages and surpluses, including six of the 11 boards responding from Quebec. (The Protestant School Board of Greater Montreal reported surpluses in the English sector.) Three others had surpluses in vocational education, and one in hairdressing. Another one noted surpluses of kindergarten and primary teachers. Surpluses of varying types were also reported by eight boards in other provinces of primary and elementary teachers and in such subjects as physical education, high school English, industrial arts and social studies, the last being mentioned the most frequently.

It is worth noting that 75% of the boards had staff shortages, including those that reported both surpluses and shortages. Over three-quarters of these felt the need for more French immersion teachers. Many also mentioned the need for qualified teachers of core French and francophone instruction. Add to that the four boards that reported that French immersion teachers are becoming increasingly difficult to recruit, and we find that 59% of the boards are having trouble staffing their French immersion programs, and to a lesser extent their core French and francophone instructional programs. Red Deer expects to recruit teachers for both French immersion and Japanese.

When the 60 boards reporting shortages of French teachers or shortages of applicants are analyzed by region, we note some interesting correlations. Of the four boards in Newfoundland responding to the CEA survey, one had trouble getting French teachers. All four of the boards responding from Nova Scotia had similar difficulties, as did all four from Prince Edward Island. Five of the seven anglophone boards from New Brunswick were experiencing difficulty in staffing their French positions. Only three of the 11 boards responding from Quebec reported similar problems in getting teachers of French as both first and second language. Over half (12) of the 20 boards responding in Ontario were looking for French teachers, as were six of the eight from Manitoba, six of the ten from Saskatchewan, 11 of the 16 from Alberta, and nine of the ten from British Columbia. Thus it seems that the shortages are widespread, and are not limited to anglophone parts of the country or to rural areas.

The problem here, one western board said, is finding "people to teach in our French immersion — who can teach math and science in French," a problem that may well be common in other boards as immersion students continue on to high school.

The need for qualified teachers of French, one of the Manitoba boards admitted, has resulted in some compromise: "We have hired French language teachers with lower qualifications and lower competence levels than the standards we apply to English language programs." It is perhaps worth noting that 27% of the CEA sample, evenly scattered across the country, reported shortages *only* of teachers of French immersion, core French and francophone education. The only boards with

shortages *not* in French teachers are in Quebec, francophone areas of New Brunswick, and in Newfoundland and Labrador.

Three city boards in Saskatchewan noted difficulties in recruiting enough teachers of aboriginal origin.

Shortages in other subject areas were reported: 5% noted difficulties in getting enough guidance counsellors, 5% mentioned psychologists, 18% special education, or resource, teachers. Another 19% had shortages of music teachers, four specifying band. Of these 14 boards having problems with music, half are to be found in the more remote areas of the country, the other half in larger urban centres.

Nineteen boards reported difficulties in finding enough teachers of mathematics and science, particularly for secondary schools. Shortages of teachers of vocational subjects were reported by 11 boards. Other shortages and the numbers of boards reporting them include: speech language pathologist (2), arts (3), business (2), home economics (4), physical and health education (3), librarian (2), certificated deaf educators (1) and male elementary teachers (2). Three boards noted shortages in supply teachers.

Hiring Statistics

In this CEA survey, we asked the boards for their hiring statistics for the year 1990-91, and their projections for 1991-92. Several interesting facts emerged. Some of the figures serve to underline what we have already seen, that boards are very busy hiring in French (immersion, core and francophone). Also being recruited are teachers of secondary school math and science and special education teachers.

Ten of the 102 responding boards hired no teachers (or only one or two) for 1990-91. These included two boards in Nova Scotia, one in Prince Edward Island, three in New Brunswick, two in Quebec, two in Ontario and one in Manitoba. Two of these did not yet know their next year's teaching requirements, four will not be hiring any teachers, three will be hiring fewer, and only one, Sackville, N.B, will be hiring additional staff (eight new teachers for the recent kindergarten program).

Nine of the 102 responding boards hired only from 2% to 4% of their total staff. Four of these boards were able to predict their needs for 1991-92: two foresaw the same numbers and two expected signifcant reductions.

Some 16.6% (17) boards hired from 4% to 6% of their total teaching staff. Only ten boards commented on their 1991-92 needs. Three will decrease, four will hire at the same rate as 1990-91, and three will increase, including Moncton which, as previously noted, expected to hire 40 new teachers for the new kindergarten program.

Nineteen school boards hired from 6% to 8% of their total teaching staff in 1990-91. Only two foresaw hiring at the same levels in the coming year (1991-92), seven predicted decreases, four of which would be decreases of one-half.

Ten boards hired from 8% to 10% of their teaching staff in 1990-91. These ten boards, with the exception of Scarborough and York Region, were in smaller urban centres. One said it would be hiring the same number the next year, but six others expected to see reductions in the total number of teachers hired.

About 14.7% (15) of the boards recruited from 12% to 17% of their total staff in 1990-91. Seven of these boards were in large urban centres; the remaining eight were divided among smaller cities and rural or remote northern districts. Ten of these boards reported that they generally manage to fill their positions, except for teachers of French, Native, and secondary math and science subjects. The rate of 17% reported by the Section publique du conseil scolaire de langue française d'Ottawa-Carleton is attributed to the fact that they are a new, rapidly expanding board. Five of these boards expected to hire the same number of teachers for 1991-92, but seven expected to see sharp decreases, some by as much as 50 to 75%.

Seven boards filled from 19% to 23 % of their total staff in 1990-91. All indicated that this hiring was in all subject areas. Three of them said that they have no difficulty getting enough applicants, even though their turnover and hiring rates are high. The other four, all northern, indicated that they have trouble filling positions. Current estimates were that they would hire about the same or slightly fewer teachers for 1991-92.

It appears that almost one-half of the school boards responding to the survey would be hiring the same number of teachers, and almost half would be hiring fewer, mostly because of budget restrictions. At the time of of the survey, only four boards of the 102 responding spoke of increasing the number of teachers they hired: Montreal Catholic School Commission, Edmonton Catholic Board, and two boards in New Brunswick that were hiring for the new kindergarten program.

Reasons Behind Difficulties in Recruiting and Retaining Teachers

"Difficulties arise for us," said the Saskatoon Catholic School Board, because "Alberta and B.C. have higher salary grids and many of their boards offer incentives, i.e., paying off student loans." (The British Columbia Ministry of Education has a forgivable student loan repayment program, as an incentive for teachers to work in more isolated regions of the province. The Ministry will forgive these loans up to a maximum of $12,000 plus interest over ten years.)

All in all, 32 (or 31%) boards felt that they are having difficulties recruiting and retaining teachers. Geographic remoteness was cited by about one-third of these boards, who noted particularly their distance from the attractions of larger cities. Six boards did, however, say that the cost of living, housing and transportation in the larger cities, i.e., Toronto and Vancouver, were prohibitive, thus posing a disadvantage.

The Brandon (Man.) School Division finds a disturbing trend: "a number (of teachers) are now beginning to go west to B.C. or east back to Quebec." And Peace River said it was at a disadvantage because of "the pull of the cities (Calgary, Edmonton), the attractiveness of B .C. (where boards are recruiting), and the pull to return home, particularly for French teachers from Eastern Canada."

Several boards mentioned direct competition with other boards or, in the case of Quebec, the cégeps. River East in Winnipeg described the competition this way: "[We have] some difficulty in getting French language teachers. This happens because Toronto and Vancouver boards raid St. Boniface College and offer incentives that we cannot financially match."

Other reasons for the difficulties in recruiting and retaining teachers include the general shortage, especially in specialist areas, and the fact that spouses are often transferred out of the area.

Helpful Documentation

Of the 102 school boards responding to the CEA survey, 62 had not prepared any written documentation to assist them in recruitment and retention. These 62 had neither policies on recruitment and retention nor information or application kits available to prospective teachers. Many of these boards share the feeling of the Saskatoon Public Board, "We do not have information kits. At the present time, teachers seek our school district out." Montague, P.E.I., although they do not have information kits, said that they "often write personal letters and make personal contacts."

Some 25 boards have information kits available to applicants. These range from two-page hand-outs to sophisticated, professionally done brochures, maps, newsletters, and tourist information materials. Another seven boards are in the process of developing information kits and policies. For a complete list of materials made available by boards, see Appendix II.

Only 15 out of the 102 boards have policies on recruitment.

WHAT MAKES A BOARD ATTRACTIVE TO TEACHERS?

Salaries and Benefits

In *Teaching in Canada, 1988*, the Canadian Teachers' Federation summarized how the salaries and fringe benefits available to teachers are negotiated:

> *In six of the provinces and the two territories, basic salary scales and fringe benefits are established through negotiations between the teachers' association and representatives of the government. In some cases, supplementary negotiations take place at the school board level concerning additional fringe benefits and conditions of work. In British Columbia, Alberta, Manitoba and Ontario, all negotiations take place at the local or regional level.* [1]

In Nova Scotia and Saskatchewan negotiations take place at both provincial and local levels.

Boards were asked if the salaries and benefits they offer make a difference to their ability to recruit or retain teachers. Of the boards responding from the six provinces where salaries are regulated, Labrador West indicated that they pay a northern allowance and a salary scale over and above the provincial one, which, in their opinion, attracts teachers to their board. Labrador East, on the other hand, finds that salaries and benefits are not the most important consideration: "Salaries and benefits are adequate. Most want jobs in the province and we usually have a fair number of openings." Several of the boards from

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1. *Teaching in Canada 1988* (Ottawa: Canadian Teachers' Federation, 1988), p. 12.

these six provinces felt that their salaries were up to the cost of living, and hence attractive to teachers.

Some 50 boards responded from the four provinces where the salaries and benefits are negotiated locally (British Columbia, Alberta, Manitoba and Ontario). Almost one-half (22) of these boards described their salaries as comparable, and hence attractive to teachers; 19 boards felt that their salaries were better than average, or better than those offered by competing boards. Six did not respond to this question. Only one, in Alberta, believed their salaries to be low, but they did not have vacancies: "the system is running at par with a slight surplus for substitution," even though they had a turnover rate of 20 to 30%. Another Alberta board said, "Yes," their salaries do make their board attractive — although no one ever asks about that. For all the trouble with local bargaining, salaries do not vary much province-wide."

On the other hand, some boards felt their provincially negotiated salaries were low compared to other provinces and noted some inter-provincial competition.

Working Conditions

Do working conditions make a difference? They are set by the collective agreement in Quebec, but most boards in that province felt that their working conditions do make their board attractive. Some 36 boards simply answered yes to this question. And 32 boards felt that their working conditions were outstanding, although sevenof them did not give any details about their particular merits.

What the board administrators had to say about working conditions can be distilled into several areas considered important to teachers. Physical plant and materials were mentioned by 11 boards; they felt that new or recently renovated schools and well-maintained clean modern facilities contribute to the successful recruitment and retention of teachers. Five school boards found that class size, specifically low pupil-teacher ratios, was important to teacher recruitment and retention. One felt that smaller schools were an inducement. An attractive community, some boards felt, was important to teachers in deciding where to work.

Several boards indicated as well that the board of trustees and the chief executive officer made a difference. A number said "employee health and morale is important to the superintendent's department and to the board of trustees," or their reputation for "very positive employee-employer relationships" made them attractive. Similarly, another board (Ancienne-Lorette in Quebec) finds that they attract teachers because of their "reputation as a very open school commission, one where the human element is very important," and yet another (Jasper, Alta) said that it has a "good, supportive board, considerate of its staff."

Some boards offer a variety of financial and other incentives. Fort McMurray RCSS District #32, for example, which experiences a high turnover rate among teachers, offers many incentives: a $200 convention allowance for travel and a $300 subsistence allowance for teachers to attend the annual provincial teachers' convention. They also offer an entry assistance loan of $1,500. A $3,000 interest-free loan is available for district staff to purchase a computer, a program designed to assist and encourage computer literacy. That board also listed a number of student

services and programs which they felt were attractive to teachers: outcome-based education (a three-year project with Alberta Education which is based on "mastery learning" to encourage students' success); a Pastoral Care Program (which includes religious education, special education, English as a Second Language and counselling), an extensive educational technology program, a policy of making schools available for community use after hours, and enriching the curriculum through positive community partnerships. That board also feels that having support staff available makes a difference: all schools have full or part-time librarians, learning assistance teachers, counsellors, and district consultants they can call on.

Leaves of Absence

Nearly a quarter of the boards either did not reply to the question on leaves of absence or felt that leaves made no difference. Only two boards felt that the leaves they offer were unattractive to teachers. Another 15 boards said that their leaves of absence are negotiated provincially and are hence not a factor.

Some 29 boards felt that the leaves they offer *are* attractive to teachers, although the consensus was that leaves do not tend to vary much among boards in the neighbouring areas. Some 23 boards found their leaves to be *very* attractive. In Winnipeg No. 1, teachers have a guarantee of their position upon return. London (Ont.) has "self-funded leaves." In addition to leaves with and without pay, Etobicoke has a 4/5 program, where teachers can work for four years and take the fifth year off. Educational leaves where the board pays 80% are provided by London (Ont.), Delta (B. C.), and Swift Current (Sask.). The board in River East (Man.) makes a variety of leaves available "to all staff on the basis of full salary, partial salary, or without salary, depending on the nature of the leave." Saskatoon Public provides both paid educational leave and sabbatical leave. Other boards mentioned their educational and deferred salary leaves, generous discretionary leaves and their policy on granting personal days, which they feel are factors in making their boards attractive to teachers.

Special Support for New Teachers

It was the broader question asking about special support for new teachers that prompted the most, and the most interesting, answers: support for new teachers is generally viewed as an essential element in good human relations, which, of course, contributes to the quality of education.

Eighteen boards responded with a general "Yes," their special support for new teachers made the difference. The same number felt that it is the consultant support they provide that makes a difference to the recruitment and retention of teachers. The in-service or professional development opportunities available to their staff makes the difference for 30 boards.

Other support for beginning teachers includes employee assist-

ance programs, leadership training, team attitude, special programs for students (such as gifted, sports), provision of curriculum resource materials, teacher induction programs, orientation meetings, mentoring, and peer coaching.

Some Examples of Support

The Etobicoke Board (Ont.) has a program called "System Buddy": the name of the newly hired teacher is given to a teacher who will welcome the new person to Etobicoke and will be available to answer any general questions. Etobicoke also runs a one-week orientation program in June: all newly hired teachers receive a week of paid intensive orientation, which includes an opportunity to spend some time at their new school.

The Lambton County Board (Sarnia, Ont.) gives out a useful booklet entitled *M.I.N.T. Mentors Inducting New Teachers Handbook*. It outlines the aims, goals and objectives of their mentor program, and details the mentoring process, including the roles of the mentor, the school board, the principal, and the new teacher. It also contains an implementation plan, in-service ideas for school-based professional development and outlines the support useful for beginning teachers and the problems most frequently perceived by new teachers.

Only three boards felt that the support they provide to new teachers was inadequate; one said that [only] the larger boards had the resources to give such assistance.

Other Attractions

Boards also mentioned a number of other things that make a board attractive. These included an employment equity program, growing adult educational services, job security, the expansion of the board (which would lead to increased opportunities) and the calibre of principals in the schools. Several boards felt that a university in their town, which would allow teachers to pursue their studies, is an attraction. One of the more remote boards felt that the fact that "people need jobs" helps recruit and retain teachers. Another said the fact that they are the largest district in the province provides more options and a variety of teaching opportunities. And one (in Toronto) believed that its "open transfer policy allowing for annual transfer" is an attraction for teachers.

The York Region Board of Education, in Aurora (Ont.), asked their teachers a direct question: What personal considerations influenced their decision to work in York Region? For experienced teachers, the most influential factors were the opportunity for professional growth and development, promotion opportunities, and the reputation of the board. These same teachers said the same reasons influenced new teachers, plus job security. The least influential reasons for experienced teachers were supply or student teaching experience, salary and/or benefits, and working conditions. For new teachers, least influential were affordable housing, working conditions, and salary and/or benefits.

IS GEOGRAPHICAL LOCATION A FACTOR?

MOST BOARDS (71 out of 102, or 71%) in the CEA survey felt that geography in no way hinders their ability to attract and retain teachers. Even several rural boards, citing their proximity to larger centres, find no difficulty. For others, their rural location is not a disadvantage, but rather an advantage.

Dartmouth (N.S.) feels it enjoys an advantage as part of the capital and as an urban area. Jasper and Camrose in Alberta say their location makes recrutiing and retaining teachers much easier. The Hamilton board finds that, at 60 kilometers from Toronto, they "are ideally located — and have lower costs than neighbouring Toronto." Yellowknife feels that "the lure of the North" attracts teachers to their board. The Lethbridge Catholic board feels that, geographically, they can "compete well except with Victoria, B.C." Powell River (B. C.) boasts that its attraction is due partly to the fact that "this is a well-to-do community with outstanding cultural and recreational facilities and the best climate in the country."

One board found political factors affected them: the Lakeshore School Board in Montreal feels that if they lose teachers in mid-career, it's usually because of either the political instability or the lower salaries compared with many other provinces.

All the other boards (32 boards or 29%) found that their location somewhat hindered their ability to recruit and retain teachers. Six boards of the responding seven in Metropolitan Toronto mentioned the size of the city: Scarborough and Etobicoke both find that "the cost of living in Metro Toronto [is] often given as the reason for the lack of interest in teaching for a large board in Metro." North York cites the cost

of living and the cost of housing, and Metro Separate (Toronto) also mentions the cost of living. The Toronto Board attributes their difficulties recruiting to "the high cost of living in the city, availability of accommodation, transportation and quality of life." In fact, of the boards in Metro Toronto, only East York did not mention the size of the urban area as a deterrent to teachers.

The 25 boards that cited their geographic location as a deterrent to prospective teachers attributed it to either the remoteness of the rural community or its northern location, and the fact that remote or northern communities tend to be smaller and lacking in the support available in larger urban centres. Four smaller boards, Gander (Nfld), Renfrew County RCSSB, in Pembroke (Ont.), Hastings-Prince Edward County RCSS (Ont.), and Outaouais-Hull (Que.), however, said that generally their location is *not* a deterrent, although they do have some schools with problems in staffing.

The remaining boards with shortages because of geographic reasons are all remote or northern boards, located in small communities. "Younger teachers generally are keen to locate closer to or in cities," they said. "Remoteness [is the main reason] — especially for our three village schools on Native Indian reserves," and " distance from a university" were frequently given as reasons acting against them. For example, Labrador East felt that their problems in securing enough teachers were because of "isolated communities, inadequate housing, and high cost of living."

Two rather interesting anomalies are the Timmins RCSS Board, which found its remoteness to be a problem in recruiting teachers, and the Timmins Public Board, which said it had no such difficulty. And, of the four boards responding from Prince Edward Island, Charlottetown, the largest city, was the only one to indicate problems because of geographic location - especially in recruiting French immersion teachers from out of the province.

And the Windsor Roman Catholic Board in Ontario found that, even though it is in a fairly large community, its distance from large francophone communities causes problems. This factor arises in retaining teachers, because, the board said, "about half of our teachers come from Quebec, and they are waiting for a position back there so they can move [back] home."

The CEA also asked the school boards if they had shortages or surpluses of teachers for some specific schools within their jurisdiction. Ninety of the 102 boards said no. Some 11 boards said that they do notice shortages in particular schools. Only two mentioned inner city schools: "schools in low socio-economic areas of the city have the most vacancies," and "inner city schools are not attractive to permanent staff who are on the transfer list." Other boards with shortages in specific schools cited the remoteness of these schools. Two boards are particularly short of French teachers in the more remote schools: "The more isolated the school, the greater the difficulty. People prefer even a small town with all the basic amenities to the more isolated areas."

St. Vital, in Winnipeg, was the only school board to mention surpluses of teachers only within certain of its schools.

RECRUITMENT

METHODS OF RECRUITMENT are many and varied and often vary with circumstances within boards.

Most boards hire teachers through selection committees or interviews. In only eight of the responding boards, interviews are conducted by the director, superintendent or assistant superintendent alone. Selection or interview committees range from two to four people (and are composed of superintendents and the principal, sometimes with the vice-principal, sometimes with a consultant). At many boards the human resources person joins the superintendent and principal on the committee. One board has a committee of only principals, another has a committee composed of only staffing consultants, but nearly all the other boards' selection committees include the principal.

Whom do you recruit?

For many of the boards in Eastern Canada (Quebec and the Atlantic provinces), the question of active recruiting does not apply since they have a pool of surplus teachers. If they do need to fill a position, they can generally find enough teachers from the well-qualified applicants on their supply list. If need be, they can go to their unsolicited applicants' resumés. In Quebec, where lists of surplus teachers are quite lengthy, the boards are required to hire first from their own surplus lists and then from surplus lists of the other boards before they consider other candidates. Similarly, the Windsor (Ont.) Roman Catholic Separate School Board indicated that they must also consider the redundancy list of designated surplus teachers from their coterminous board (Windsor public).

Boards that do hire use a variety of methods. Many use all possible methods, depending on the position to be filled. Many boards receive enough unsolicited applications to fill their needs with good teachers. And many boards say that when they have a position to fill, they either go through their files or advertise in the local newspaper, as the need arises. Several of the more remote northern boards, which are having difficulties finding enough applicants, said that they travel across the country during spring break, holding open houses or interview sessions in hotels, hoping to attract the recent graduates of the faculties of education as well as teachers currently employed and seeking a change.

Faculties of Education

The faculties of education are certainly seen as a useful source of supply of new teachers seeking employment. Most boards use them to some extent. A total of 11 boards said, "yes, they use the faculties," without further details. Ten boards go to job fairs at the faculties, and a further 35 indicated that they go to the campus to recruit. Many boards indicate that they begin to recruit early in the spring: in Ontario, Scarborough and Guelph begin in November and Metro Separate in December. "Make offers early," said another. Four boards prefer to write or call the faculties, two say they receive applications through the university, and three use the Canada Employment and Immigration Centre on campus. A few other boards find that they can recruit effectively through the pool of student teachers posted to their schools.

However, about 40% of the boards find that they are able to recruit new graduates from the faculties of education by placing general advertisements in the newspapers. And 25% receive numerous unsolicited applications from new graduates.

Generally speaking, boards are having difficulties finding teachers for their most active fields. For example, the two Saskatoon boards both report that they need to visit the campuses only to recruit the graduates of Native education programs. River East, in Winnipeg, which reports shortages of French teachers, uses letters, brochures and posters sent to the province's three faculties of education.

Teachers from Other Boards

Teachers from other boards are also another source of good candidates, although boards cannot and certainly do not actively recruit teachers knowingly from other boards. They do, however, place advertisements in newspapers hoping to attract candidates from elsewhere. This works for 35 of the responding 102 boards. Even greater, however, is the number of unsolicited applications received from teachers at other boards: a full 40 boards said they receive such applications. Seven boards also indicated that they receive applications from teachers who

hear about them through word of mouth, usually from meeting other teachers, sometimes socially, sometimes at university courses.

Teachers from Other Provinces

Recruiting from other provinces provides a major supply of teachers. At least 30 responding boards said they receive unsolicited applications from teachers in other provinces, and 38 said that they receive responses to their advertisements from teachers in other provinces. Many boards acknowledge that *The Globe and Mail* is their best source of advertising, Canada-wide. Surprisingly, only eight boards indicated that they needed to go outside their province to get French teachers: these were primarily boards in Ontario and parts west. North York, for instance, goes to McGill and Laval in January and February. Not unusual is the practice of looking hard at the neighbouring provinces as a source of teachers, as the boards in Calgary and Edmonton find that they visit Saskatchewan frequently. (The Saskatchewan Valley School Division No. 49 in Warman feels that "Saskatchewan currently exports too many teachers!")

Travel to other provinces is not often seen as cost-effective, however. It is most often used by boards seeking French teachers or other specialists such as special education or music teachers. Labrador East is using an alternative to advertising in the newspapers: they advertise through the specialist associations for such staff as educational psychologist and speech language pathologist. Peace River School Division No. 10 and St. Albert School District No. 3, both in Alberta, shared their tip for recruiting French and French immersion teachers. "We utilize the services of a recruitment agency specializing in this field who bring prospective teachers to Alberta for interviews." This agency, LTR Consulting Group, began as a joint project of several boards with the Alberta Catholic School Trustees' Association, but was eventually taken over by one superintendent who out of it developed his own private consulting company .

For a fee of approximately $500, school boards in British Columbia and Alberta can participate in a joint recruitment drive for French immersion teachers. The consultant goes to New Brunswick, Quebec and Ontario, and, with financial support from Employment and Immigration Canada, brings prospective teachers to one city in British Columbia and to one in Alberta. The participating school boards from each province then all come to that city to interview these candidates, usually in the spring. St. Albert finds this particularly effective for locating teachers able to teach secondary school specialist subjects in French.

Teachers from other Countries

The CEA survey also inquired about hiring teachers from other countries. Of the 102 responding boards, 46 do not hire outside Canada.

Two boards in Alberta (Red Deer and Jasper) hire teachers from Japan to teach their Japanese language programs. Of the remainder, 26 said that they receive unsolicited applications, but they very rarely hire teachers from other countries. For Peace River, "Canada's immigration policy makes it rarely worth the while!"

When asked about hiring teachers from other provinces or other countries, two boards in Ontario gave us a definitive "No. For the public boards in both London and Hamilton, teachers from out of the province and out of the country are only considered for employment if they already have the Letter of Eligibility issued by the Ontario Ministry of Education allowing them to apply for employment as a teacher in Ontario. These boards feel that the lengthy delays in obtaining these letters are counter-productive, and thus they do not pursue candidates from other provinces or other countries.

Retired Teachers

As part of a series of ways to help Ontario boards cope with the "teacher shortage in its infancy," the Ontario Teachers' Pension Plan Board successfully urged the government to introduce new legislation, which increased the amount of time teachers can teach after retirement without affecting their pension or contributing to the plan. From the 1989-90 school year, retired teachers have been able to return to teaching or other employment in education for up to 95 days a school year for three years. In subsequent years, they can teach for 20 days. If they are over 71, however, they can teach as long as they like without affecting their pension or contributing to the plan. If they stay within these yearly limits, they will continue to receive their pension and no contributions will be deducted from their pay. If they choose to teach for longer periods, they will become an active member of the plan and their pension will stop. This information on re-employment is sent to retiring teachers in their pension kit and in regular and special publications.

The CEA survey therefore asked about boards hiring retired teachers or teachers who had gone on to other careers and are seeking to re-enter teaching. Ten boards said that they receive unsolicited applications of this nature, which they consider along with all other unsolicited applications. However, 45 boards indicate that they do not hire former teachers seeking re-entry. For two boards, such candidates would only be considered in the case of an emergency or a marked shortage. And five boards said that they would hire such applicants as supply teachers only. "It is highly unlikely," one board said, "that we would hire teachers who have left the profession unless they have made an effort to upgrade first."

"Refresher" Courses

What about "refresher" courses for teachers wanting to re-enter the profession? Many boards rely on their own regular in-service.

Scarborough provides "individual support and group in-services." Halifax District School Board "advises them to take course work at local universities." However, the board added, "this usually has occurred before the candidate applies." The Toronto public board cites their own professional development programs as well as Ontario Ministry of Education courses. Etobicoke offers "a one-week induction program in June; staff development programs throughout the year and assistance from program advisors." At the Peel Board in Mississauga (Ont.), "orientation and resource staff provide assistance."

Methods of Recruiting

The boards surveyed were asked for their opinion on the most effective means and methods of recruiting teachers. Many school administrators favour interviewing at their central board office: 46 out of 102 use that method. Forty boards find on-campus recruiting to be the most efficient. Twenty-two boards feel that it is most effective to interview at the school where the position is to be filled. Advertisements were favoured by 18 boards: for West Vancouver, "we just need to put one ad in the paper and we get 500 applications." Seven boards cited the national newspaper, *The Globe and Mail*, as the best means to reach the teachers they want.

Travel or Advertisements in Other Provinces

Advertisements are not used any more frequently than travel when it comes to recruiting in other provinces. Almost 34% of the boards responding did not travel, and nearly 37% did not advertise. The Baldwin-Cartier School Commission in Quebec gets generally positive results from their collaboration with a company specializing in publicity, but finds that the cost is high.

There are exceptions to the general reluctance to travel or advertise further afield: for many specialist or administrative positions, boards often find it necessary to go outside the province. Many Alberta boards travel to Saskatchewan's two faculties of education and find this a very good source of teachers. Calgary Public goes to Saskatchewan in search of French immersion and special education teachers. Boards show a tendency to go to the next province for teachers, and, in the case of French teachers, to go where they think they are, whether Ontario, Quebec, or Winnipeg or Saskatchewan.

But on the whole, of the boards that travel, only seven find it cost-effective, although others admit that it may be increasingly necessary in future. River East in Winnipeg had some concerns about the longevity of the teachers recruited from out-of-province: will they stay in Manitoba?

And for the cost-conscious, a small hint: Windsor RCSS Board makes use of teleconference, rather than travel, to recruit French teachers from Quebec and New Brunswick.

To find teachers for their French programs, Calgary Public uses both advertising and travel: they first advertise in Quebec for French immersion teachers and then the recruitment consultant visits the campuses for interviews. They admit, however, that they find this "fairly costly for the number of teachers recruited."

Fort McMurray Catholic Schools, which has a very high turnover rate, advertised in all provinces for teachers, and travelled extensively, taking advantage of excursion rates. They find that this is productive; in fact, they find it is necessary to fill their vacancies, particularly the specialist positions. In a similar position, the Nechako School Division in Vanderhoof (B.C.), finds travel and advertisements essential. Vancouver advertises *and* travels throughout Canada and finds it is "cost-effective — if we hire an excellent teacher, we see immediate results, therefore it is cost-effective."

An interesting twist on the travel question: Frontenac-Lennox and Addington County RCSS Board, in Kingston (Ont.), targets teachers currently working in Alberta "to recruit French as a Second Language teachers who wish to move closer to home."

Placement Services at the Faculties of Education

Placement services at the faculties of education are generally thought of as useful to recruiters. Forty boards do not use them, although three said they may need to in the near future. Some 47 boards do use them; of these, 37 find them helpful (two boards find them particularly helpful for specialist positions). Three boards find that these services do not really help, mostly because of a lack of co-ordination between the Canada Manpower Centre and the faculty. Five boards have had good luck dealing directly with the Canada Manpower Centre.

Although North Vancouver uses the placement services at the faculties of education they admit that these services do not always facilitate the recruitment of suitable teachers: "the students are seemingly not aware of the services provided by the Career Centres."

For the Regina Public Board, the placement services at the faculties of education are most useful: "We have a close relationship with the university professors and are also very involved with their internship program." In Toronto, one board, which operates schools for the mentally disabled, uses these placement services, "but for PR only — to raise awareness as the graduates do not have the necessary qualifications [for special education]." (In Ontario, the Special Education courses must be taken after the initial pre-service.) Calgary Public finds that "the university contact gives us concentrated interview time to be able to see a great many teachers at one time each year."

Advertisements in the Daily Newspapers

Most school boards find advertisements placed in the newspapers to be the most effective way of recruiting teachers. In fact, 83 of the 102 responding school boards use the papers, and 68 of them find these ads to be effective, some to a lesser degree than others. York Region Board of Education in Aurora (Ontario) also advertises their job fair in the newspapers.

To be specific, Peace River (Alta) believes that the best results are to be obtained from the Saturday editions of the daily newspapers. Some boards find it necessary to advertise a little further afield, venturing to other papers within their province or in a neighbouring province, or, if necessary, the national *Globe and Mail*.

A number of boards advertise only specialized or hard-to-fill positions, particularly for French teachers or teachers for technological studies programs. Others say that although they do advertise in the papers, they get more or better applicants by word of mouth and from campus visits. A few commented on the cost of the ads, but, nevertheless, felt they were useful.

Only 15 boards, predominantly in Quebec, do not use the newspapers, primarily because they find that with a surplus of teachers, they have no vacant positions to advertise. Several boards indicated that they receive enough unsolicited applications of a high enough calibre that they do not need to advertise. The exceptions are certain hard-to-fill specialty areas.

Other Means of Advertising

Several boards in Ontario mentioned that they get good results from a publication *Jobs for Teachers*, which accepts paid advertisements from school boards and is distributed free of charge four times a year to students in the Ontario faculties of education. The last two editions of this paper are sent to every school in Ontario.

Four other boards find that advertising in professional newspapers and publications (those put out by teachers' federations and trustee associations) are very useful. And the North York (Ont.) Board begins its campaign with "a recruitment brochure sent to all Ontario faculties of education as well as in response to inquiries. As specific vacancies become known, especially at the secondary level, we advertise in the *Globe and Mail*. This has been productive." North York also advertises in "ethnic papers, with some success."

Personal letters are sent by Lethbridge Public to other school districts to help recruit for administrative positions. At least four boards mentioned that they recruit teachers internally through ads placed right in the schools and in co-ordinators' offices, but opinion was divided on how productive this method was. Also labelled as being a "not particu-

larly productive" way of advertising was through Employment and Immigration Canada and campus student manpower centres. However, two Alberta boards and a Labrador one did find these centres useful.

Several school boards make use of the bulletin boards in the universities, adding that they find this means of advertising very productive.

Interviews

A good example of how boards organize for interviewing prospective staff comes from the Strathcona County Board of Education in Sherwood Park, Alberta. The Human Resources Department of that board has produced a comprehensive manual, *Interviewers Guide for the Selection of Certificated Personnel.* This guide outlines the staff selection process and recruitment guidelines, touching on the *Individual's Rights Protection Act* as well as board policies. Administrators are advised to prepare a detailed job description, identifying the *essential* and *preferred* qualifications and experience required. The preparation for the interview is deemed vital in selecting the right candidate. Strathcona feels that the interview is too important to be left to the individual to conduct, which could lead to a great deal of variation, and to poor staff selection with a resulting effect on student learning. Therefore they have adopted a very rigorous set of guidelines, outlining in great detail the purpose of the interview, skills and preparation needed by the interviewer, reference checks, record keeping and sample interview outlines. Also supplied in this manual are Teacher Applicant Profile forms to be filled out by the interviewer, sample application forms, and 12 pages of sample questions for the interview, touching on such topics as attitudes, classroom management, curriculum, human relations, planning, and professional development.

In addition to written criteria and standard questions, the Scarborough (Ont.) Board provides a special in-service for interviewers. The Toronto Board of Education has a general focus for interviewers to follow, covering broad topics of curriculum, class management, child development, etc. To these standard questions, the County of Athabasca No. 12 (Alta.) adds questions about the community focus. Ancienne-Lorette School Commission in Quebec chooses to conduct part of the interview by placing the candidates in situations or role-playing.

The Montreal Catholic School Commission has a very structured interview, with precise objectives in mind. "The interview has as its goals to verify the knowledge of and skills in the curriculum, teaching strategies, familiarity and mastery of methods of evaluation of student learning, communication, animation, ability to work as part of a team, interpersonal relationships and emotional balance, motivation, dynamism, the ability to adhere to the goals of the organization, in particular its Catholic dimension."

The majority of boards have a standard format they follow for interviews, and many of them have produced written guides. Red Deer (Alta.) keeps over 100 questions on their computer and pulls out 12 to 15

for the interview. Generally speaking, the larger the board, the more guides tend to be written. Some of the smaller boards have no written guidelines at all. Peace River (Alta.) does not have board-wide guidelines, but allows the individual schools to establish their own. As a rule, the same interview questions are used for each candidate, to ensure that they gain the same information from each.

In Alberta, both Camrose School District No. 1315 and St. Albert indicated that their administrative staff is trained in the SRI (Selection Research Inc.) interview techniques. Edmonton Catholic as well uses "SRI teacher receiver's locally developed questions that are used in a structured interview." Calgary Public Board uses a standard interview format. The interview questions were developed and purchased from a U.S. personnel recruitment consulting firm and are confidential. "Our recruitment officers," Calgary said, "are trained by the firm in the use and interpretation of the instrument."

Several of the smaller boards indicated that they prepare different interview formats for different positions, more or less on an *ad hoc* basis, as they come vacant. Several boards ask their teacher candidates to supply samples of their written English or French (first language) and others provide a job outline and a description of the district for the candidates.

Inter-Board Co-operation

The Windsor (Ont.) RCSS Board shares with neighbouring school boards the curriculum vitae of candidates they do not hire.

Special Programs to Assist in Recruitment

Special programs to help in recruiting teachers are not as widespread in Canada as might be assumed. Several of the more remote boards do offer special incentives to teachers, but many do not, because "the need has not been demonstrated." Many boards report that their advantageous geographic location rules out the need to offer special programs. Others say that special programs are not required because "we will assist all prospective teachers in settling into the community," or because they give "assistance and support in a non-financial manner, e.g., the board or staff might contact real estate agents for the teacher, advise on banks, restaurants, institutions, community amenities, etc.," or will provide "contacts with other teachers, brochures on the province, and help in finding accommodations."

Several boards replied that they do not offer any special incentives *at present*.

The teacher surpluses in Quebec and the Atlantic regions means that generally the boards in these areas feel that special programs are not necessary. Or they say that the description they provide of their working

philosophy is enough to attract the teachers required. "Because of our consistent need to cut staff," one board said, "active recruitment is restricted to a few narrow areas. Provincial control of budget does not allow offering additional compensation."

Funds for Interview Expenses

Four of the responding boards pay, as a special incentive, part or all of the expenses for candidates to travel to their board for interviews.

Funds for Relocation Expenses

Two remote northern boards (Yellowknife, NWT, and Nechako in Vanderhoof, B.C.) pay relocation expenses to assist them in dealing with their high turnover rate for new teachers.

The Charlottetown (P.E.I.) board pays relocation expenses, which include travel costs, a temporary living allowance of $750 and removal costs for furniture and household effects up to a maximum of $750 within P.E.I., up to $2,000 from Nova Scotia or New Brunswick, or up to $3,500 from all other areas. In extraordinary cases, the board may use its own discretion. If expenses are paid and the employee leaves the Unit on his or her own volition within two years, these expenses must be repaid. The board does not pay real estate and associated legal fees, or expenses associated with the fulfilment of lease arrangements. Timmins RCSS Board has provided monetary assistance on occasion to encourage teachers to relocate there, and Winnipeg No. 1 will pay travel costs for Quebec teachers moving there.

Housing Assistance

A number of boards provide information to candidates about the availability of housing in the region. Both North York and Scarborough in Metro Toronto maintain a housing registry, but the Metropolitan Toronto Separate School Board and the Toronto Public board have both discontinued a similar service.

Two of the remote northern boards with a high turnover pay a housing subsidy to compensate prospective teachers for the high costs of housing and another northern board has a program of housing loans for the purchase of a primary residence, worth up to 10% of the teacher's salary.

Financial or Other Incentives

Labrador West, a school board with a 20% teacher turnover rate, has some interesting financial incentives for luring teachers to their board: they provide apartments, higher salaries than elsewhere in the

province, and one travel package per year. Labrador East indicated that "the province pays a Labrador allowance - an income supplement."

A few other incentives were listed by other boards: special scholarships (administered provincially) to attract people to teach in the north, a retention bonus of 8% of salary, and paid return trips home. Travel and assistance allowances for attending convention and loans were also mentioned.

Induction or Orientation Programs

Do orientation or welcome sessions play a role in attracting and retaining teachers? To this question Scarborough replied, "Not sure regarding retention, but they are certainly effective in recruiting." Other boards echo the belief that their special induction programs assist in recruitment.

Etobicoke (Ont.) has a one-week induction or orientation program in June. Near the end of that month, all newly hired teachers receive a week of paid intensive orientation which includes an opportunity to spend some time at their new school. Because Etobicoke feels that this type of information helps recruitment, information on their full-range of activities for supporting new teachers is provided in the kits for prospective teachers. This program is described more fully in the next chapter, *Retention*.

North York in Metro Toronto also runs an extensive Teacher Induction Program (two full days in June plus one day on classroom management). They pay teachers for up to three days' attendance in June. In August they offer a further day and a half, not paid.

The mentor program, The Lambton County Board of Education (Sarnia, Ont.) feels, is extremely helpful in the recruitment of suitable teachers. The board issues its 30-page *M.I.N.T. Mentors Inducting New Teachers Handbook*, which describes the mentor program in detail to new teachers. (See page 36.)

Professional Development

Several boards feel their professional development programs are an incentive for new teachers to come to their board. Strathcona County in Sherwood Park (Alta.) cites their accredited course "Administrators for Tomorrow." Similarly, in Labrador East, "the board supports a comprehensive professional development program and allows opportunities for teachers to design sessions to address their needs." For York Region, its on-going support through the Staff Development Department assists in recruiting. And among many other incentives, Fort McMurray Catholic Schools offer tuition reimbursement of up to $500 annually. The Chaudière School Commission in Ville Saint-Georges (Que.) "allows and encourages the participation of teachers in all activities, study days,

conventions, etc., which could help them advance in their career." The North York Board (Ont.) strives to "help aspiring multi-racial, multi-ethnic groups to prepare for and experience success in their interview procedures." They also offer workshops on resumé writing and interviewing.

Career Days

The CEA survey asked boards if they participate in activities designed to make the teaching career attractive to potential students, i.e., to attract students to the faculties of education. Most of the boards said they have Career Days, where students participate in sessions at their school or in nearby universities, or students learn about the teaching profession through the efforts of guidance counsellors. Career Weeks and Career Fairs (held at neighbouring universities and faculties of education) are also common. One board said that they go out to service clubs to speak on promoting teaching as a career. The boards all seemed to view Career Days as a good marketing tool, one where they try to highlight the benefit package, special programs and incentives they offer to teachers.

Co-operation with Faculties of Education

The Hamilton Board of Education feels that one area that makes their board attractive to new teachers is the effort they put into working with the student teachers: "we work co-operatively with the University of Toronto and Brock University in student teacher placements - we work co-operatively with six other faculties to place local students." Lakeshore School Board in Montreal is "very involved with McGill University in conducting and evolving their teacher education program. We have many of their interns working in our system. We also have interns from other Quebec universities." Other boards also feel that taking lots of student teachers assists them in recruitment. As Lethbridge Public puts it, recruitment is helped by "extensive student teaching, observations and projects with the University of Lethbridge."

Other Attractions for Teachers

Listed by a few boards as other incentives that attract new teachers are new instructional programs just being introduced in special education and in French and the opportunities for research.

Employment Equity Considerations

Within Metro Toronto, both the Toronto Board of Education and East York indicated that they have difficulties getting sufficient male

teachers at the elementary level, as well as visible minorities. Lakeshore School Board in Montreal has similar difficulties "finding men who wish to teach primary grades." Hamilton Public feels that "quality minorities are difficult to find." Even though Halifax District School Board has no formal policy, they do seek additional black applicants, but they run into problems: very few qualified individuals are available, they amount to only 1% of their applicants. Montague (P.E.I.), the Chaudière School Commission in Saint-Georges (Que.) and the Timmins RCSS (Ont.) Board all find that very few females apply for administrative positions. The public board in Saskatoon said that it has "difficulty in retaining the number of teachers of native ancestry we have hired," a sentiment echoed by Regina RCSS Division. The separate board in Saskatoon similarly noted that it has problems attracting native teachers because of the scarcity of applicants of native ancestry, the attractiveness of the tax-free Indian reserve positions, and the failure of many applicants to meet the religious requirement.

Employee Recognition Program

A number of boards emphasized that an employee recognition program helps in teacher recruitment.

As an example Brossard (Que.) sets out its program's objectives program as:

- to recognize the success of employees, their efforts, their new ideas and initiatives, and the projects carried out that enrich the learning and working environment.
- to transmit to employees, pupils and the community a positive message that good things are happening in the schools.
- to let employees know that the administration takes into account and appreciates their actions and their devotion.

Methods used by Brossard include:

- recognition to long-time employees in the form of letters and gifts
- a party for retirees, with letter and gift
- letters and cards of congratulations, birthday, sympathy, convalescence, etc.
- personal Christmas cards from the director general and the chair of the board
- regular publicity in the school commission's publications, and occasional publicity in the media, with special attention paid to appointments to administrative staff and special projects
- recognition at meetings of the board of commissioners, followed up by letters of appreciation

RETENTION

Induction Programs

MANY FEEL that the key to retaining staff as well as to good teacher education lies in support for new teachers and the process whereby they are introduced to teaching life — a good induction program. From the Latin "inducere," meaning to lead in, induction means that teachers will be led into, rather than thrown into, teaching. Faculties of education have long indicated that it is difficult to produce fully competent teachers after a one-year consecutive program or concurrent program. Teachers have also pointed out that the usual ten weeks of practice teaching as part of the pre-service is not enough. Teacher education is an on-going and developmental process. Induction programs, then, are seen by many as offering great promise not only for improving the system, but for helping keep more teachers satisfied with their career.

The teacher shortages mean that many new teachers will be placed in classrooms with a full teaching load and extra-curricular activities. They often get the assignments that other people refuse, such as low-ability classes, disruptive students, multi-grades, and classes that require long preparation. No surprise: the first years of teaching are seen as terribly stressful, and many teachers leave during these first few years of their career. But many people have now realized that they should not be using this "sink-or-swim" method in introducing new teachers to their work.

Induction programs are in use in many school boards. The induction year is generally expected to be the first year of a new teacher's probationary contract. Many begin with a one-day or perhaps one-week induction program held in June prior to the beginning of the school year

in September. The programs are designed to give assistance and support, an opportunity to reflect on and discuss things. They are generally based in the school and involve experienced, supportive teachers, who are mentors or who serve as consultants, confidants and advisors. They provide practical information on supplies, procedures, talking to parents, and they advise, coach and support new teachers. Others involved may include principals, school board personnel, and university faculty.

Some programs operate in the weeks just before school opening, helping teachers adjust and plan. Support teachers provide practical help with attendance registers, curriculum guidelines, and procedures. Once school has started, induction programs include group meetings, discussions, workshops, case studies, and deal with classroom management and discipline, motivation, organization, evaluation, parent conferences, special needs students', curriculum innovations and general "ways of coping." Later in the year, induction programs branch out to more reflection and self-evaluation.

"Intern" and "apprentice" are the terms commonly used for new teachers taking part in an induction program. Principal goals include support, orientation to a new system, and the acquisition and refinement of teaching skills. Some programs aim at developing a philosophy of education, and involve a certain amount of self-assessment. Content focuses on information, materials, resources, and teaching strategies.

The teaching load in an induction year is generally felt to be most effective at 60% to 80%. Support teachers also generally have a reduced teaching load. Class size reductions and appropriate assignments are also judged important for the new teacher. It is generally felt that support for the new program must come from all involved, that is, principals, teachers, the board offices, the universities, and the departments of education. Many feel that these programs are renewing teacher education, leading to a higher-quality education as teachers are better prepared and ready to stay with the system longer.

The Peel Board of Education has developed an informative publication describing its induction program. (See Appendix III.)

New Teacher Orientation Programs

The boards responding to the CEA survey were unanimous in their support for new teacher orientation programs. These generally take between one day and one week, allowing the central office staff a chance to meet the new teachers and to help them adjust to their new jobs. New teacher orientation sessions at the beginning of the year provide an opportunity for the teachers to become familiar with the system philosophies and to meet central office support staff, an opportunity really appreciated by the teachers. In addition, Lethbridge Public, for example, follows up six months later with another information sharing session. Lethbridge Public has also created a new professional position in the Personnel Department: the board wanted to have someone to help with the information sessions. Another board summed up such programs by

saying that their orientation "enhances our image to new teachers, and indicates a caring system."

At some other boards, the orientation program takes the form of a welcome breakfast, attended by administrators and board members, and another has the payroll officer talk about benefits and salary.

In Oromocto (N.B.), the teachers' association does the orientation sessions in co-operation with the board, and, in addition, "schools have developed support programs for new teachers that probably help retention because they are personal." Also, in Moncton "each school provides peer support in the manner which best suits that school's makeup."

The Etobicoke Board of Education (Ont.) provides many programs for newly hired teachers. As well as its "System Buddy" program and a one-week paid intensive orientation program near the end of June, which includes an opportunity to spend some time at the new school, Etobicoke invites new teachers to attend a reception in September to meet trustees, supervisory officers, and other new teachers in an informal, social setting. The following week a more factual session about the system is organized. New teachers are paired with an experienced teacher in the school who will act as mentor, "buddy" and confidant in the first year. The orientation program continues with monthly follow-up sessions. These address issues such as observation skills in preparation for report card writing. A wide variety of curriculum in-services are offered throughout the year by the Program and Educational Services Department. These are described in the Staff Development booklet which is distributed at the start of the school year. Program advisors are always available to work with new teachers in the classroom. The board has received many supportive comments from new teachers and feels the program really helps in retaining new staff.

At East York (Ont.) "new graduates may supply teach from the end of their courses to the end of the school year. The last week of June or the last week of August is an orientation week for new teachers, half time with the Education Centre and half time in their new school. At Red Deer Public (Alta.) "some new teachers are paid substitute pay for one week in May or June before starting in September to assist in the orientation." North York (Ont.) also provides three days of pay to attend the orientation program in June.

An August orientation is favoured by the school board in Delta (B.C.), when new teachers have an opportunity to meet district staff and to take part in a classroom management workshop. Another board mentioned providing an orientation program that includes a handbook and a social gathering, and two others added that their orientation includes a half day in the school and a half day in the division, or an in-service program introducing all personnel. Professional development activities designed for and by first-year teachers, another board said, has also proved beneficial.

A trustee- and superintendent-sponsored event, which, following formal presentations, becomes a social evening, is part of Edmonton Public's arrangement. That board also has an orientation program to give new staff as much background on the district as possible in a short time.

Some others said that administrators at the central board office frequently collaborate in a joint project with the teachers' association to produce the induction or orientation program.

The majority of the responding boards all felt that these types of orientation sessions play an important role in teacher retention, and most of the boards that are not currently arranging orientation admit that it calls for greater attention.

Mentoring

Recent years have seen the introduction in schools of a mentor program, or a "buddy system" whereby new teachers are paired with a more experienced counterpart, to provide advice on any and all aspects of the job, the school, the city, etc. For many boards, this is a formal process, but for many it is merely giving a name to a tradition that has been going on for years, with good results. And for a number of other boards, mentoring is not a board-wide program but is left up to the individual school to carry out.

The Lambton County Board of Education's manual called *M.I.N.T. Mentors Inducting New Teachers Handbook* outlines the aims, goals and objectives of the mentor program and details the mentoring process, including the roles of the mentor, the school board, the principal, and the new teacher. It also contains an implementation plan, in-service ideas for school-based professional development as well as outlines of support useful for beginning teachers, and problems most frequently perceived by new teachers. (Details of this program are available directly from the Lambton Board in Sarnia, Ont.)

Peer coaching also appears to be growing in Canada's schools: positive comments were received from a number of western boards and over ten boards mentioned a "buddy system." Still others mentioned a job shadowing program and demonstration classrooms.

Several boards indicated that a well-established supervision program for teachers (one of which was described as "developmental supervision based on individual teacher's needs") certainly plays a part in retention.

Seven Oaks in Winnipeg added, "We have had a teacher/mentor program which was a $50,000 budget item. It has been replaced by a peer support program. It is my opinion that this is of value in retaining teachers." Only one board pointed out difficulties with mentoring programs: "The public feels that this takes time from the students."

Role of Teachers' Associations

Teachers' associations also plan and run many activities to support and retain new teachers. For instance, they sponsor sessions and receptions, and provide personal counselling for new teachers in North York

(Ont.), and in Lethbridge the teachers' federation and the public board have a joint Working Conditions Committee that meets about four times each semester to work out professional concerns. The board feels such sessions certainly assist in teacher retention. In Gander (Nfld.) there is a school board-teacher liaison committee and a class size committee. In addition to the liaison committees with the trustees and the superintendents, the teachers' association in Winnipeg provides in-service for new teachers and works at "many joint initiatives in the area of teacher welfare to assist in improving teaching conditions." Some Quebec boards said they work "in close collaboration with representatives of the various unions, who are involved in everything we organize for our employees."

Joint consultation committees are common too. The Lakeshore Board's committee in Montreal believes in working on both pedagogical and contractual issues - and in consultation at all levels: every school has an active council. "Our local agreement mandates all of these groups and assures that they will have access to all of the information management when formulating their input on issues. We believe this is very important in retention," Lakeshore added. At the Ottawa-Carleton French Language Board, a consultative committee works on information exchange, research and communications, and attempts to resolve problems quickly, working together. Prince Albert (Sask.) has eight collaborative committees in its system.

Recognition and Appreciation Events

Recognition and appreciation events are also seen as important to teacher retention. (Several boards said they arrange such events for all new staff — teaching, business and support.) These take many forms. Most boards mark the teacher's retirement and his or her 25th anniversary of employment. Red Deer Public (Alta.) goes one step further: they have recognition nights to honour all employees with 10, 15, 20, 25, 30, 35 years of service, a celebration that includes dinner, entertainment and pins. St. Albert (Alta.) has an innovative idea here: they have a First Year Teacher Award and Wellness Program Awards, in addition to the long service awards.

Recognition and appreciation events arranged by boards are numerous and are all part of their attempt to meet the on-going challenges of recruitment and retention. Annually planned events are designed to show recognition and appreciation for district staff and can take the form of a fall barbecue, Long Service Awards, Excellence in Education Awards, children's Christmas party, a wine and cheese appreciation evening (sometimes hosted by principals), a "gala de l'excellence," where the work of certain individuals is recognized. Ottawa Public board gives excellence awards and recognizes extra contributions in congratulatory letters from the board's chair. Recognition night and awards of excellence, these boards say, definitely assist in retention.

At systems across Canada, board and teachers socialize at numerous divisional events like a multicultural event, teachers' association parties, dinners, wine and cheese receptions, and at one (East York, Ont.) individuals are written up in the board-produced newsletter. Moose Jaw (Sask.) issues bouquets monthly, and at London Public teachers also have lunch with the director, by way of recognition.

Many boards also make personal improvement or pleasurable leisure activities part of their retention efforts. For example, Chaudière School Commission (Saint-Georges, Que.) arranges a day of outdoor activities every two years, so that teachers can go golfing, hiking, canoeing, skiing, and attend barbecues, etc. They also mark 25 years of service and arrange retirement parties. A northern Alberta board also has a Wellness Program designed to promote healthy lifestyles among staff; it includes such activities as aerobics classes, stress management and self-esteem courses.

In Prince Albert (Sask.), a form of teacher appreciation takes place at the first parent-teacher interviews: the parents' advisory committee gives each teacher a carnation.

At some boards, such as Edmonton Public, these activities are usually school-based and often involve parents and students.

Again, for many boards, such "retention efforts" are not formal programs, but have always been part of their day-to-day operation.

Other Factors in Retention

Many boards cited consultative support, providing assistance through visitations, in-service programs, and other professional development activities. "Well designed professional development programs, easy access to senior administrators, and frequent consultation on major issues," is how the Saint John (N.B.) board summed it up. Classroom observation is often cited as important to teacher retention, a sentiment shared by the majority of the responding boards. For Dalhousie (N.B.) this is "probably one of the key factors in providing positive support."

Material support is viewed as important to teacher retention, including not only "outstanding curriculum resources," but such things as giving them their own desk, classroom, offices, etc. Necessary clerical support is also important, as are teacher aides, specialized educators, and technicians who can offer valuable support to teachers.

Many boards feel that professional development assists in retention, especially, as one board noted, if "a large part of it is school-based and related directly to teacher-identified needs."

The CEA survey also asked if new teachers are assigned only to areas which they are qualified to teach and if doing so had any effect on retention. At least four boards felt that it does. A couple more concurred, but noted that "we also allow and encourage growth through diversification for those who want it," and "We sometimes assign teachers to areas where they have no 'paper' qualifications, but where we feel they can do the job. I think our flexibility on this issue and our encouragement of

people to keep learning, growing and trying new things has a major effect on retention and is a positive incentive in many other ways as well."

Are new teachers expected to take on extracurricular or other activities on top of their regular teaching load? For many boards, this was strictly a voluntary decision (as made clear in the B. C. collective agreements). Vancouver finds that "in practice, new teachers *do get* involved, and it helps retention when it's not forced." However, for many boards, extracurricular duty is a normal expectation.

One said the participation of new teachers in extracurricular activities is "extremely important, because it is through these activities that teachers become known and appreciated by their students," that this "informal expectation is a normal part of the functioning of a good school," even though it is not a legal obligation. "It makes them feel part of the team." And yet another board said it "immediately assists them to become fully involved in the total educational thrust of the school."

Opportunities for Mobility

At least two of the responding boards (Delta and North York) said they had excellent transfer policies: all openings are posted throughout the system every year, so that all teachers can become aware of them. At Lakeshore in Montreal, "both the board and the teachers' union are involved in encouraging teachers to try new things. We have special arrangements that suspend the provincial contract and allow a teacher to try something new for a year without jeopardizing his or her old position in any way. At the end of the year, they can either stay or go back." Edmonton Public Schools has an in-district exchange program which encourages teachers to initiate their own change of location. Regina Public also has many opportunities for transfer: "Transfer requests are accepted each year. An offer of a one-year exchange between teachers within the system has not been accepted by any teacher yet. Three administrators returned to the classroom for one year (at administrators' salaries) and then went back to administration."

Lethbridge Public also feels that teachers need to have freer movement. Winnipeg No. 1 noted that it has a "teacher transfer process, but some problems or blocks are encountered here because of budget restraints (reductions in staff). ... We also have a leave policy that ensures that teachers have a position upon return. [We have] a 6-7% transfer rate each year." East York has run into "a problem with the teachers' federation when a teacher wants to move from elementary to secondary school."

However, at many boards, there is an established process for transfer, and thus it is not considered to be a factor in retention.

St. Vital (Man.) has job-share positions which they feel assist in retaining teachers, and Saint John (N.B.) also mentioned "job sharing, job trading, and placement in acting positions of responsibility" as all having a positive effect on making teachers want to stay.

Additional Support for Teachers

Several boards indicated that they find that generous educational leaves or deferred salary leave plans assist in retaining teachers. In North York, "at the elementary and middle school level, our program leaders visit all newly hired teachers at the beginning of the year and return upon request." In the Toronto board, as well as providing student services personnel (social workers and psychologists) for every school, there are numerous curriculum consultants and in-service programs, all types of support that help retain new teachers. Winnipeg feels that their Leadership Training Program for teachers enhances retention, and "many, many professional development programs to support program or curricular changes or additions, and policy changes (e.g., main-streaming)" are provided. Another board (Brossard, Que.) feels that their employee assistance program assists in teacher retention.

Why Do Teachers Leave?

Exit surveys or exit interviews to determine why teachers leave have been regularly carried out by a number of boards (including the Toronto Board , East York, Scarborough and North York in Metro Toronto and Vanderhoof in B.C.). For many teachers, it was the lure of early retirement when the "window" was available; for some it was a promotion, while for others it was the cost of living and housing in Toronto that prompted them to leave. Delta (B.C.) said it does not use a formal survey, but finds that the reason given is generally that the teacher's spouse has been transferred or wants to move.

In Montreal, both Lakeshore and the Protestant School Board of Greater Montreal said that their teachers leave the province for political reasons.

For the Timmins RCSS board, teachers leave for a "promotion opportunity or a larger and warmer city." Similarly, Flin Flon (Man.) and Fort McMurray Catholic (Alta.) find that teachers leave for a more southern location. In the Saskatoon separate board, they "leave for family reasons, a spouse transfer, or to explore new horizons."

In Quebec and the Atlantic provinces where teacher surpluses still exist, the major reason teachers leave is to retire.

TIPS AND SUGGESTIONS

THE SCHOOL BOARDS surveyed listed numerous suggestions on how to recruit and retain teachers.

- Make new people feel welcome
- Make new people familiar with the organization
- Convey the district's expectations and what it stands for
- Support your teachers!
- Undertake extensive liaison with system partners and with faculties of education to attract and retain staff
- Believe in your teachers, and trust them. Recognize their success and congratulate them
- Develop a close relationship with the people responsible for the guidance program to generate interest in the teaching profession
- For the areas in which you have trouble recruiting, act early: in January or December
- Make your commitments (hiring) to the excellent teachers early
- Meet with the faculties of education to advise them of your needs
- New teachers find their first year especially hard: support them!
- During interviews, make it evident that the working environment is a warm, supportive one
- Higher salaries and better societal support for teachers could form a major part of the solution to a soon-to-be-here problem
- University education faculties should increase enrolments
- Communicate a great deal with your teachers
- More money for publicity and recruitment
- By far the most important aspect of staff satisfaction is the question of relationships among the staff itself and between board and staff, and community and staff

One might also consider these more specific suggestions made by U.S. teachers as incentives for improving their jobs and retaining their services.

- Released time to observe and work with peers in one's own school as well as in other districts
- Short-term sabbatical leaves for educational purposes from one week up to one month in duration
- Exercise, fitness or wellness programs for staff, set up at noon hour or before or after school
- Additional planning or preparation time for teachers
- Letters of commendation or appreciation for outstanding work or service
- Recognition in the news media for outstanding service or contributions
- Non-competitive awards such as business cards for teachers or birthdays off
- Employee of the month, term, and year awards
- Staff or department lunches once a month paid for by the district
- Increased status through titles (such as master teacher, senior teacher, or mentor teacher)
- Mini-grants of $1000 to $2000 awarded for conferences or workshops
- Money available for purposes of teacher travel or program development
- Computers and computer training made available for staff at the district's cost
- Opportunities for advancement made available such as career ladders or other alternatives
- More time and energy spent on developing staff communications and interpersonal relations
- Assigned parking spaces for staff
- Secretaries for clusters or groups of teachers
- Adequate out-of-classroom storage for personal items, books, writings, etc.[1]

In Summary

The boards across Canada said clearly that a teacher shortage is imminent, especially for teachers of French, mathematics and science. Many boards already have programs to assist in recruiting and retaining teachers, and soon many will be looking at inaugurating such programs as budgets allow. Doubtless much remains to be done in examining the availability of spaces in the faculties of education, in induction programs and orientation programs, and in improving the status accorded to teaching as a career. These programs are not frills but are the means of attracting the kind of teachers needed to provide a high-calibre education for Canadians in all regions of the country.

1 Jerry Engelking, "Attracting and Retaining Quality Teachers Through Incentives," *NASSP Bulletin*, Vol. 7, No. 500 (September 1987), pp. 6-7.

APPENDIX I

YORK REGION BOARD OF EDUCATION MARKETING STRATEGIES

Promotional Video

A promotional video that will highlight the image of York Region and visually outline the benefits of working within the jurisdiction is essential if the Board is to remain competitive in tomorrow's market for quality teachers. Additional copies could also be purchased and used at various times by individual schools throughout the year to promote the high standard of education delivered on an on-going basis within our system. Consultation should occur with our information officer related to content material; however, a professional promotion company must be enlisted to produce a first class recruitment video in both French and English.

ESTIMATED ONE- TIME COST - $28,000

Promotional Posters and Brochures

Promotional posters and brochures will target faculty of education students as well as experienced teachers who are currently employed in other jurisdictions. Existing brochures will be revised in consultation with the information officer and a media specialist.

ESTIMATED ANNUAL COST - $3,000 (1989)

Electronic Message Centre

It has become increasingly apparent that a 24-hour electronic message centre is required within the Division of Human Resources to:

- respond to inquiries related to job vacancies, application inquiries, promotional opportunities, pool hiring process, and other matters concerned with the general processing of applications;

- assist new employees in finding local affordable accommodation by providing current information related to accommodation for sale or rent; and

- provide general information related to the personnel department.

This 24-hour service would be valued by our potential employees and give some relief to the secretarial staff from problem-solving with individuals about concerns or issues for which updated information is unavailable to them.

ESTIMATED COST: NIL

NOTE: THIS SERVICE HAS BEEN BUDGETED FOR BY THE BUSINESS DIVISION IN ITS 1988/89 BUDGET

APPENDIX II

CONTENTS OF INFORMATION KITS

Information kits provided by boards contain a wide variety of materials, ranging from simple address lists and district enrolment figures to more sophisticated marketing material. They frequently contain the material sent home to parents to describe the school system's operation and philosophy. Tourist information is also commonly added.

Brossard designed a "welcome folder" to be provided to anyone new to the system: teachers, parents, committee members, student teachers, and people whose business brings them into contact with the school commission. Many of the other boards have developed materials which seem aimed at a general public. One or two boards have a general folder, to which are added materials relevant only to applicants for teaching positions. Items produced, and the budgets for them, seem to vary greatly - from simple sheets or brochures produced in-house to "glossy," many-colour brochures designed by a graphic designer. Several boards capitalize on their beautiful geographic location, and include photographs depicting sailing, skiing, etc. One or two boards have abandoned "glossy" in favour of recycled paper, complete with recycled logo, as many wise marketers are doing.

The material aimed at teachers tries to be of a one-to-one nature, welcoming them to the board, and thanking them for their interest and application. The larger boards attempt to make the new teacher feel at home, a part of the system, a member of the team. North York uses as headings: "Your future in North York," "Your first two years," "Your professional growth," "Your benefits," and "Your salary."

Some of the materials often included in typical kits

- mission statement, objectives, vision, management philosophy of the board
- message or "form letter" to "Dear Teacher Applicant" from the director of education (or chief superintendent)
- salary scales and list of pay days
- descriptions of benefits
- promotional posters
- the semiology and history of the school board's logo
- background information notes on the school board, including its history
- maps of the region and the community, indicating the location of all schools and board offices. One board also lists the best routes to drive to individual schools, information which another board supplies in its booklet for supply teachers
- a descriptive introduction to the community, giving details on geography, population, climate, hospitals and other health services, including the types of medical specialists who live in the community or who fly in regularly, post-secondary education facilities, including teleconference possibilities, housing costs, the local economy and industry, and projected growth, the chain stores, sport and recreation facilities, both within the city and in the surrounding area, including sports groups, transportation, both within the city and the connections to the closest major urban centres, by bus, train, car and air. (One board gave the price tag for the construction of the airport, and indicated the number of airlines using the airport plus the number of daily

flights in and out, and destinations served.) The numbers of daily and weekly newspapers, radio and television stations, the artistic and cultural community, including museums, lists of entertainers who have visited the city recently, and the religious communities are listed as well

- promotional materials produced by the local government's economic development department or chamber of commerce
- "Key to the City" magazine (in one case, highlighting the local ski resorts)
- address lists and maps of schools
- copies of the school board newsletters
- address lists and photographs of trustees and senior management, including descriptions of their positions and the services they provide
- the board organizational chart
- floor plans of the central board administrative offices
- hours of operation for all schools and offices
- an overview of the Management Information Services and information on advice available to teachers
- names and phone numbers of all personnel, including teachers, superintendents, consultants, librarians, technicians, secretaries, etc.
- common questions and the contact people to supply the answers, i.e., audio-visual, pensions, calling in sick, etc.
- contact people at the teachers' federations
- names and school assignments of all new teachers
- system calendars (the Wellington County Board of Education in Guelph, Ontario, produced a most innovative annual report from the director combined with a month by month calendar, marking important dates for the system)
- a bookmark carrying the name, logo, slogan and mission statement of the board
- summaries of applicable provincial legislation and regulations
- summaries of the structures of the provincial school systems
- information and addresses for teacher certification and qualification evaluation
- pupil-teacher ratios
- descriptions of all instructional programs
- information on special needs programs: the disabled, learning disabilities, resource teachers, special sports schools, "welcome" classes, pastoral care
- descriptions of extracurricular or co-curricular activities, including drama, interest clubs, team sports
- descriptions of the equipment available for teachers, including audio-visual material and computers, the capacity of the auditorium, cafeteria and gymnasium, the existence of other facilities, such as swimming pools, study halls, laboratories and workshops, etc.
- descriptions of student services (psychologists, speech language pathologists, audiologists, guidance counsellors, librarians, etc.)
- promotional material on the board's alternative schools
- photographs, histories, and descriptions of the schools, with enrolment figures, information on child care, committees, lunch programs, transportation, etc.
- description of pupil achievement (Brossard included the results of the Quebec provincial examinations in which their pupils placed first in the province)
- descriptions of professional development, in-service and other human resource programs available to employees (employee assistance programs, employment equity policies, etc.)
- the Wellington County Board of Education in Guelph, Ontario, has an entire booklet, ***Staff Development Activities Calendar***, describing the Staff Devel-

opment Advisory Council, its goals and objectives. It describes leadership programs for vice-principals, principals, and supervisory officers, job shadowing programs, communications courses, as well as a month by month calendar of all workshops, which cover a wide range of topics from drug abuse to whole language, to legalities and management styles.

- a list of board "firsts": e.g, first with race relations policy, first with female director of education, etc.
- catalogue of adult and continuing education courses offered by the board
- summary of employment prospects with the board, for elementary, secondary and occasional teachers, including statistics on hiring
- application forms, list of required documents, and procedures to be followed by applicants wishing to teach with the board. This frequently includes the board's timetable for hiring and indicates where and when the board advertises its positions.
- a description of the interview procedure
- annual report of the board
- the board's strategic planning documents
- board policies on race relations, ethnic relations and multiculturalism
- board policies on smoking, health and safety
- descriptions of social activities planned for teachers (choir, socials, volleyball tournaments, curling, golf, etc.)
- a description of the district's commitment to the Catholic doctrine and ideals, advising applicants that, while they need not be of that faith to teach in the district, they must be prepared to support this work
- the name, telephone and fax numbers of a contact for further information (in several cases, the superintendent of human resources)
- a mail-in card (postage paid) with space for requesting further information about the board (Canada Post can provide you with a registration number to use postage-paid mail)
- special promotional materials written in French and geared to French teachers (prepared by Powell River, B.C., Peace River, Alberta, and Lambton County, Sarnia, Ontario)
- resource books for new teachers (prepared by St. Albert Catholic School District No. 3, Alberta; and Lambton County.) The Saskatoon Board of Education publishes a similar ***System Orientation Program for Teachers,*** to be used as part of the new teacher's orientation.
- a six-page booklet entitled ***Questions for New Staff Members*** on what a new teacher should ask the principal or school induction teacher; it includes such topics as attendance, audio-visual equipment, keys, medication, photocopying, visitation and volunteers (St. Albert School District No. 3)
- A background information note on their "Benchmarks" program, the standards of student achievement (Toronto Board of Education)
- the publications catalogue of the teachers' association containing curriculum and resource guides and ordering information
- booklet describing funding sources for the professional development program
- handbook for substitute teachers
- teacher evaluation policy
- student discipline policy
- descriptions of the induction and orientation programs for new teachers, and of the mentor program offered by the board
- the collective agreement between the board and the local teachers' association

APPENDIX III

PEEL BOARD OF EDUCATION ORIENTATION PROGRAM

The orientation for new teachers is co-ordinated into three levels.

Regional

New teachers are invited to participate in two orientation events.

The initial program welcomes new staff to the board. Trustees and the director join other central office staff to help make new teachers feel a part of the organization.

The second event provides an introduction to "Teaching and Learning in Peel." In addition to hearing a brief description of the support provided by the Program and Special Services Departments, new staff can discuss programs and curriculum with resource and classroom teachers.

Field Office

In each superintendency/field office a committee co-ordinates an orientation program for new teachers that focuses on broadening both their skill and knowledge base. This program uses the expertise of resource teachers and other consultative staff to address classroom management, special services support, student evaluation and reporting to parents. The program begins in the summer months and is continued throughout the school year.

School

The orientation at the school is the most important aspect of the three-phase process. It is at the school level where principals can be very helpful in addressing the two main needs of new teachers: securing resource materials and finding emotional support and encouragement. Through regular and on-going contact with the new teachers, principals can establish a nurturing environment that will help new staff grow and develop.

Some Suggested Strategies for Implementing a School-Based Orientation/Induction Program

The following strategies have been found effective in welcoming new teachers into a school and in meeting their needs:

- write a personal note or letter of welcome to the new staff member after they have been hired
- invite new teachers to lunch, school performances or other student events, and professional development days
- provide a copy of a map of the school, handbook, staff list
- arrange access to the school over the summer and remind them that the school is open the last week of August
- involve the new staff member in ordering supplies

- compose a note to each new teacher on the first day of school
- provide regular communications on school events, Field Office orientation events and staff development opportunities
- make a complete set of curriculum documents available to new teachers (Peel's Program Department issues an update list each spring)
- ease them into curricular materials gradually (the introduction or summary pages will provide a general overview)
- structure a "buddy" system so that each new teacher is paired with one willing experienced teacher
- have the experienced teacher initiate the contact with his or her "buddy"
- arrange for the "buddy" to take the new teacher on a tour of the school and to help her find resources
- introduce the new staff member to the secretaries and custodian(s)
- provide release time where possible to allow the new teacher to visit other classes and to meet the "buddy" to discuss problems, concerns and strategies
- invite them to drop in at any time to discuss their questions
- ensure that the new teacher is aware of unique features in his or her new school, e.g. handicapped students, "holding" school (a school that admits certain students such as those housed through community agencies on a short-term basis)
- review the effectiveness of the induction program through dialogue with both the new and experienced teachers on an on-going basis.

The induction process is on-going! Attention to the needs of new teachers will provide an environment of support, learning and positive reinforcement.

APPENDIX IV

School Boards Responding to the Questionnaire on Teacher Recruitment and Retention

Northwest Territories
Yellowknife Education District No.1 & 4

Newfoundland and Labrador
Gander, Terra Nova Cape Freels Integrated School Board
Happy Valley-Goose Bay, Labrador East Integrated School Board
Labrador City, Labrador West Integrated School Board
Port aux Basques, Port aux Basques Integrated School Board

Nova Scotia
Barrington Passage, Shelburne County District School Board
Dartmouth, Dartmouth District School Board
Guysborough, Guysborough County District School Board
Halifax, Halifax District School Board

Prince Edward Island
Charlottetown, Regional Administrative School Unit No. 3
Elmsdale, Regional Administrative School Unit No. 1
Montague, Regional Administrative School Unit No. 4
Summerside, Regional Administrative School Unit No. 2

New Brunswick
Bathurst, Commission scolaire Jérôme-Boudreau No. 41
Dalhousie, School District No. 36
Grand Falls, Board of School Trustees No. 50
Moncton, School District No. 15
Oromocto, School District No. 25
Sackville, School District No. 14
Saint John, School District No. 20
Saint-Quentin, District scolaire No. 1
St. Stephen, School District No. 22 and 23

Quebec
Ancienne-Lorette, Commission scolaire Ancienne-Lorette
Beaconsfield, Lakeshore School Board
Brossard, Commission scolaire de Brossard
Charlesbourg, Commission scolaire des îlets
Hull, Commission scolaire Outaouais-Hull
Montréal, Commission des écoles catholiques de Montréal
Montreal, Lakeshore School Board
Montreal, Protestant School Board of Greater Montreal
Pointe-Claire, Commission scolaire Baldwin-Cartier
Quebec, Commission des écoles catholiques de Québec
Sept-îles, Commission scolaire de Sept-îles
Ville St-Georges, Beauce, Commission scolaire régionale de la Chaudière

Ontario
Aurora, York Region Board of Education
Belleville, Hastings-Prince Edward County RCSS Board
Etobicoke, Etobicoke Board of Education
Gloucester, Conseil scolaire de langue française d'Ottawa-Carleton
Guelph, Wellington County Board of Education
Hamilton, Hamilton Board of Education
Kingston, Frontenac-Lennox & Addington County R.C.S.S. Board
London, London Board of Education
Mississauga, Peel Board of Education
Ottawa, Ottawa Board of Education
Pembroke, Renfrew County RCSS Board
Sarnia, Lambton County Board of Education
Thunder Bay, Lakehead Board of Education
Timmins, Timmins Board of Education
Timmins, Timmins District RCSS Board
Toronto, East York Board of Education
Toronto, North York Board of Education
Toronto, Scarborough Board of Education
Toronto, Toronto Board of Education
Toronto, Metropolitan Separate School Board
Windsor, Windsor RCSS Board

Manitoba
Brandon, Brandon School Division No. 40
Flin Flon, Flin Flon School Division No. 46
Minnedosa, Rolling River School Division No. 39
Winnipeg, Assiniboine South School Division No. 3
Winnipeg, River East School Division No. 9
Winnipeg, Seven Oaks School Division No. 10
Winnipeg, St. Vital School Division No. 6
Winnipeg, Winnipeg School Division No. 1

Saskatchewan
Kindersley, Kindersley School Division No. 34
Moose Jaw, Moose Jaw School Division No. 1
Nipawin, Nipawin School Division No. 61
Prince Albert, Prince Albert Comprehensive High School Board
Regina, Regina Roman Catholic Separate School Division No. 81
Regina, Regina School Division No. 4
Saskatoon, Saskatoon Roman Catholic Separate School Division No. 20
Saskatoon, Saskatoon School Division No. 13
Swift Current, Swift Current School Division No. 94
Warman, Saskatchewan Valley School Division No. 49

Alberta
Athabasca, County of Athabasca No. 12
Bonnyville, Lakeland Public School District No. 5460
Brooks, County of Newell No. 4
Calgary, Calgary Board of Education
Camrose, Camrose School District No. 1315
Edmonton, Edmonton Catholic School Board
Edmonton, Edmonton Public School Board
Fort McMurray Catholic School Division No. 32

Jasper School District No. 3063
Lethbridge Catholic Separate School District No. 9
Lethbridge School District No. 51
Morinville, Sturgeon School Division No. 24
Peace River, Peace River School Division No. 10
Red Deer, Red Deer Public School District No. 104
St. Albert, St. Albert School District No. 3
Sherwood Park, Strathcona County Board of Education

British Columbia
Burnaby, School District No. 41
Clearbrook, Abbotsford School District No. No. 34
Coquitlam, School District No. 43
Delta, School District No. 37
North Vancouver, School District No. 44 (North Vancouver)
Powell River, School District No. 47 (Powell River)
Prince Rupert, School District No. 52
Squamish, Howe Sound School District No. 48
Surrey, School District No. 36 (Surrey)
Vancouver, Vancouver School District No. 39
Vanderhoof, School District No. 56 (Nechako)
West Vancouver, School District No. 45 (West Vancouver)